

Health Education/Holistic Health Studies Program Review

2011-2012

1. Program Description

A. Description

The objective of the Health Education Program is to enrich the students' education, career, and life by learning integrated wellness strategies. This helps promote a healthy lifestyle as well as to prepare students for higher education and professional careers in the health industry. With a foundation based in liberal arts and the natural and behavioral sciences, the curriculum is directed to prepare students for the multitude of activities in the health profession. Transfer students interested in specializing in Health Education who wish to qualify for an Associates Degree could explore Nursing Science or Holistic Health Studies as a possible major.

*Description revised 9/13/ 11 @ Health Department Meeting

B. Program Student Learning Outcomes - Successful students in the program are able to:

1. Identify, assess, and implement personal wellness behaviors and individual health promotion strategies.
2. Identify the primary factors influencing the multi-dimensional aspects of health.
3. Explore transfer and career opportunities in various health related professions
4. Analyze and discuss the interconnectedness of the mind, body and spirit and its application for living a life of balance and inner peace leading to wellness.

*Program Student Learning Outcomes revised 9/6/11 @ Health Department Meeting

C. College Level Student learning Outcomes

1. Critical Thinking and Problem Solving
2. Communication
3. Information Competency

D. Estimated Costs (Required for Certificate of Achievement ONLY)

	Cost
Enrollment Fees	
Books	
Supplies	
Total	

E. Criteria Used for Admission

There are no prerequisites for any of the Health Education courses.

F. Vision

Ventura College will be a model community college known for enhancing the lives and economic futures of its students and the community.

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G. Mission

Ventura College, one of the oldest comprehensive community colleges in California, provides a positive and accessible learning environment that is responsive to the needs of a highly diverse student body through a varied selection of disciplines, learning approaches and teaching methods including traditional classroom instruction, distance education, experiential learning, and co-curricular activities. It offers courses in basic skills; programs for students seeking an associate degree, certificate or license for job placement and advancement; curricula for students planning to transfer; and training programs to meet worker and employee needs. It is a leader in providing instruction and support for students with disabilities. With its commitment to workforce development in support of the State and region's economic viability, Ventura College takes pride in creating transfer, career technical and continuing education opportunities that promote success, develop students to their full potential, create lifelong learners, enhance personal growth and life enrichment and foster positive values for successful living and membership in a multicultural society. The College is committed to continual assessment of learning outcomes in order to maintain high quality courses and programs. Originally landscaped to be an arboretum, the College has a beautiful, park-like campus that serves as a vital community resource.

H. Core Commitments

Ventura College is dedicated to following a set of enduring Core Commitments that shall guide it through changing times and give rise to its Vision, Mission and Goals.

- Student Success
- Respect
- Integrity
- Quality
- Collegiality
- Access
- Innovation
- Diversity
- Service
- Collaboration
- Sustainability
- Continuous Improvement

I. Degrees/Certificates

Program's courses are designed to articulate to UC and CSU for transfer students. An Associate of Arts Degree in General Studies, emphasis Holistic Studies was approved in July, 2009. The degree went through minor permutations and the emphasis is now called Holistic Health Studies. The name change better reflects the content of the degree emphasis.

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J. Program Strengths, Successes, and Significant Events

1. There is strong growth in the Health Education program. There is an increase in the student retention rate and the student success, which continuously surpasses the college retention and success rate.
2. The interest in the holistic studies degree and the popularity of the holistic health program has grown exponentially in the two years of the program's existence.
3. We coordinate and host an annual **Holistic Health Fair** in conjunction with a **Holistic Wellness Week** during the month of April. The event grows each year in attendance. We have a week of guest speakers, films, and other activities for students, holistic health care professionals, and members of the community. Wellness Week provides professional networking opportunities for our holistic health students.
4. **In partnership with the Ventura College Holistic Health and Wellness Club, \$7000 was collected in order to create a \$1000 annual Osher Scholarship, in perpetuity, for holistic health students!**
5. Partnerships have been formed with holistic health care providers in West Ventura County to develop a holistic health care directory, which are available to our students and the community.
6. In the first two years, students of the program were employed in the holistic health care field.
7. Holistic Studies students are transferring to colleges and universities including Acupuncture and Traditional Chinese Medicine Colleges
8. There is a community advisory board for the program and it is comprised primarily of health care professionals in Ventura County.
9. Every semester it is documented and recorded that a highly significant number of students make major (and potentially lifesaving) health lifestyle changes such as smoking and drugs cessation, reducing binge drinking, developing good nutrition, increasing their fitness, etc.
10. The Health Education Program pioneered the introduction of classroom response technology (clickers) in the classroom. We have presented clicker training workshops during flex week.
11. The Health Education Department has applied for and received numerous grants through the Ventura College Foundation. We have updated and enhanced our instructional resources through these grants.

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K. Organizational Structure

President: Robin Calote

Executive Vice President: Ramiro Sanchez

Dean: Tim Harrison

Department Chair: Raeann Koerner and Terry Morris (co-chairs)

Instructors and Staff

Name	Koerner, Raeann
Classification	Professor
Year Hired	1982
Years of Work-Related Experience	
Degrees/Credentials	B.A., M.A.

Name	Morris, Terry J
Classification	Professor
Year Hired	1997
Years of Work-Related Experience	
Degrees/Credentials	B.S., M.A.

Name	Cowen, William
Classification	Athletics Director
Year Hired	2009
Years of Work-Related Experience	
Degrees/Credentials	B.A., M.A.

Name	Eliot, Maureen
Classification	Professor
Year Hired	2004
Years of Work-Related Experience	
Degrees/Credentials	B.A., M.A.

Name	Fredrickson, Nancy
Classification	Professor
Year Hired	1999
Years of Work-Related Experience	
Degrees/Credentials	B.A., M.A.

Notes:

*Will Cowen has never taught any Health Education classes at Ventura College;
only Kinesiology classes

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2. Performance Expectations

A. Program Student Learning Outcomes - Successful students in the program are able to:

1. Identify, assess, and implement personal wellness behaviors and individual health promotion strategies.
2. Identify the factors influencing the multi-dimensional aspects of health.
3. Explore transfer and career opportunities in various health related professions
4. Analyze and discuss the interconnectedness of the mind, body and spirit and its application for living a life of balance and inner peace leading to wellness.

B. Student Success Outcomes

1. The program will increase its retention rate from the average of the **program's** prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.
2. The program will increase its retention rate from the average of the **college's** prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.
3. The program will increase the student success rates from the average of the **program's** prior three-year success rates. The student success rate is the percentage of students who receive a grade of C or better.
4. The program will increase the student success rates from the average of the **college's** prior three-year success rates. The student success rate is the percentage of students who receive a grade of C or better.
5. The program will increase the number of students completing the Holistic Health Studies Associate of Arts Degree.

C. Program Operating Outcomes

1. The program will maintain or increase WSCH/FTEF above the 525 goal set by the district. The WSCH/FTEF goal set by the district for Health Education is 650.
2. Inventory of instructional supplies is adequate, but can improve. The HED faculty are trying to secure additional teaching/learning resources that will enhance student learning in the classroom. These instructional supplies have been identified at Health Education department meetings and need to be continually updated and prioritized.
3. Many of the classrooms where Health Education classes are taught are not adequate for providing and maintaining a quality-learning environment. Health Education has a disproportionate number of classrooms in trailers. An average of 10-11 sections of health education classes are placed in trailers every semester. No other department on campus has that many course offerings in trailers. Most departments do not have any classes held in trailers. Several departments have only one or two in trailers. The trailers are poor learning environments. They are old, small, cramped and poorly insulated. They are hot in warm weather and freezing in cold weather. There is no room for students to communicate with their peers in small group discussions. There are bugs in the trailers and communicable diseases are easily spread due to the close quarters. The Health Education class

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enrollment size is directly related to the size of the classroom. If a classroom holds 50 students, we have 50 students enrolled and a full waitlist. All classrooms need to have a “Lumens Visual Presenter” like most of the new classrooms have.

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D. Courses to Student Learning Outcomes Map

Course to Program-Level Student Learning Outcome Mapping (CLSLO)

I: This program-level student learning outcome is **INTRODUCED** in this course.

P: This program-level student learning outcome is **PRACTICED** in this course.

M: This program-level student learning outcome is **MASTERED** in this course.

Leave blank if program-level student learning outcome is not addressed.

Courses	PLSLO #1	PLSLO #2	PLSLO #3	PLSLO #4
HED V70	I	P	I	P/M
HED V73	M	I	I	P/M
HED V76	I/P	I	-	I/P
HED V84	I/P	-	P/M	-
HED V91	I/P	I	I	I/P
HED V92	I/P	-	P/M	-
HED V93	M	M	I	I
HED V94	I/P	-	P/M	-
HED V95	M	M	I	I
HED V97	I/P	M	I	I

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3. Operating Information

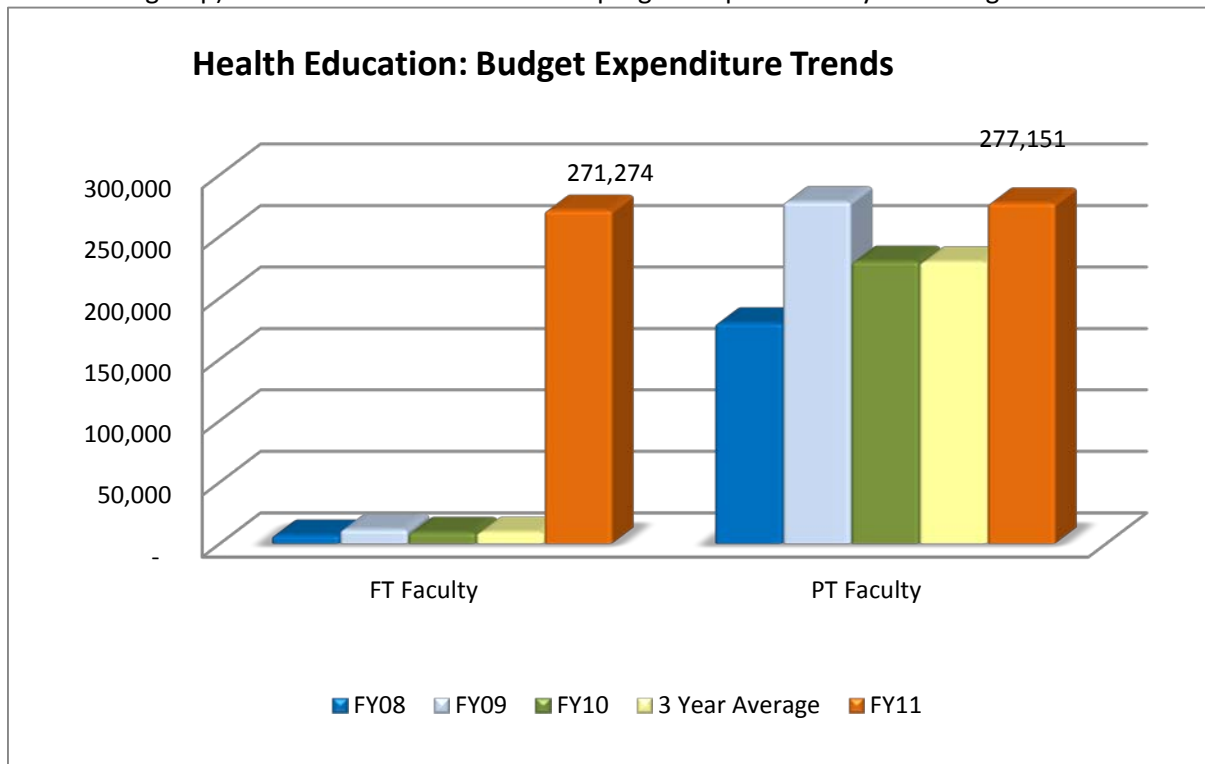
A1: Budget Summary Table

To simplify the reporting and analysis of the Banner budget detail report, the budget accounts were consolidated into nine expense categories. The personnel categories include employee payroll expenses (benefits). The “3 Year Average” was computed to provide a trend benchmark to compare the prior three year expenses to the FY11 expenses. The “FY11 College” expense percentages are included to provide a benchmark to compare the program’s expenses to the overall college expenses.

Category	Title	FY08	FY09	FY10	3 Year Average	FY11	Program Change from	Change from Prior Three
1	FT Faculty	7,008	11,710	9,241	9,320	271,274	2811%	12%
2	PT Faculty	179,697	278,139	229,846	229,227	277,151	21%	-10%
	Total	186,705	289,849	239,087	238,547	548,425	130%	0%

A2: Budget Summary Chart

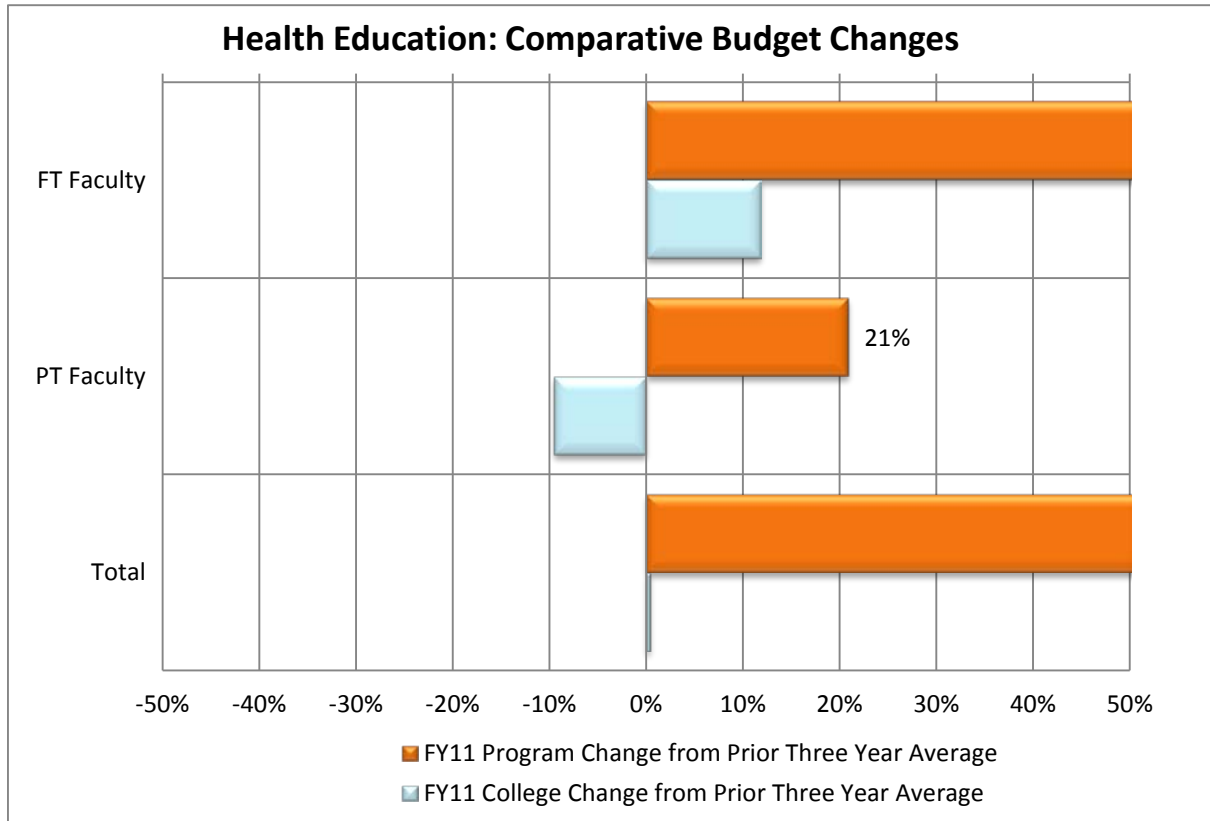
This chart illustrates the program’s expense trends. The data label identifies the FY11 expenses (the last bar in each group). The second-to-last bar is the program’s prior three year average.



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A3: Comparative Budget Changes Chart

This chart illustrates the percentage change from the prior three year average expense to the FY11 expenses. The top bar for each budget category represents the program's change in expenses and includes the data label. The second bar represents the college's change in expenses.



A4: Budget Detail Report

The program's detail budget information is available in *Appendix A – Program Review Budget Report*. This report is a PDF document and is searchable. The budget information was extracted from the District's Banner Financial System. The program budget includes all expenses associated to the program's Banner program codes within the following funds: general fund (111), designated college equipment fund (114-35012), State supplies and equipment funds (128xx), and the technology refresh fund (445). The *Program Review Budget Report* is sorted by program (in alphabetical order) and includes the following sections: total program expenses summary; subtotal program expenses for each different program code; detail expenses by fund, organization and account; and program inventory (as posted in Banner). To simplify the report, the Banner personnel benefit accounts (3xxx) were consolidated into employee type benefit accounts (3xxx1 = FT Faculty, 3xxx2 = PT Faculty, 3xxx3 = Classified, etc.).

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A5: Interpretation of the Program Budget Information

The program budget is misleading due to a change in the departmental breakdown. Previously, Health Education, Kinesiology, and Intercollegiate Athletics were lumped together into a single category; however they have now been separated into their own respective programs. The 2011 figures accurately represent the faculty costs of the program. This number will be used as a baseline cost for future reviews.

There was a slight increase in part-time faculty personnel costs. This is explained by the reassignment of the Nutrition Class from the Home Economics Department (formerly HEC V10) to the Health Education Department (now HED V87)

B1: Program Inventory Table

This chart shows the inventory (assets) as currently posted in the Banner Financial System. This inventory list is not complete and will require review by each program. Based on this review an updated inventory list will be maintained by the college. A result of developing a complete and accurate inventory list is to provide an adequate budget for equipment maintenance and replacement (total-cost-of-ownership). The college will be working on this later this fall.

Item	Vendor	Org	Fund	Purchased	Age	Price	Perm Inv #	Serial #
No equipment items in the Banner Assets System								

B2: Interpretation of the Program Inventory Information

Health Education faculty use instructional supplies that to cost less than \$200. There is an instructional supply closet that houses videos and various teaching supplies.

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C1: Productivity Terminology Table

Sections	A credit or non-credit class. Does not include not-for-credit classes (community education).
Census	Number of students enrolled at census (typically the 4 th week of class for fall and spring).
FTES	Full Time Equivalent Students A student in the classroom 15 hours/week for 35 weeks (or two semesters) = 525 student contact hours. 525 student contact hours = 1 FTES. Example: 400 student contact hours = $400/525 = 0.762$ FTES. The State apportionment process and District allocation model both use FTES as the primary funding criterion.
FTEF	Full Time Equivalent Faculty A faculty member teaching 15 units for two semesters (30 units for the year) = 1 FTE. Example: a 6 unit assignment = $6/30 = 0.20$ FTEF (annual). The college also computes semester FTEF by changing the denominator to 15 units. However, in the program review data, all FTE is annual. FTEF includes both Full-Time Faculty and Part-Time Faculty. FTEF in this program review includes faculty assigned to teach extra large sections (XL Faculty). This deviates from the district practice of not including these assignments as part of FTEF. However, it is necessary to account for these assignments to properly produce represent faculty productivity and associated costs.
Cross Listed FTEF	FTEF is assigned to all faculty teaching cross-listed sections. The FTEF assignment is proportional to the number of students enrolled at census. This deviates from the practice of assigning load only to the primary section. It is necessary to account for these cross-listed assignments to properly represent faculty productivity and associated costs.
XL FTE	Extra Large FTE: This is the calculated assignment for faculty assigned to extra large sections (greater than 60 census enrollments). The current practice is not to assign FTE. Example: if census > 60, 50% of the section FTE assignment for each additional group of 25 (additional tiers).
WSCH	Weekly Student Contact Hours The term "WSCH" is used as a total for weekly student contact hours AND as the ratio of the total WSCH divided by assigned FTEF. Example: 20 sections of 40 students at census enrolled for 3 hours per week taught by 4.00 FTEF faculty. $(20 \times 40 \times 3) = 2,400$ WSCH / 4.00 FTEF = 600 WSCH/FTEF.
WSCH to FTES	Using the example above: $2,400$ WSCH x 35 weeks = 84,000 student contact hours = $84,000 / 525 = 160$ FTES (see FTES definition). Simplified Formulas: $FTES = WSCH/15$ or $WSCH = FTES \times 15$
District Goal	Program WSCH ratio goal. WSCH/FTEF The District goal was set in 2006 to recognize the differences in program productivity.

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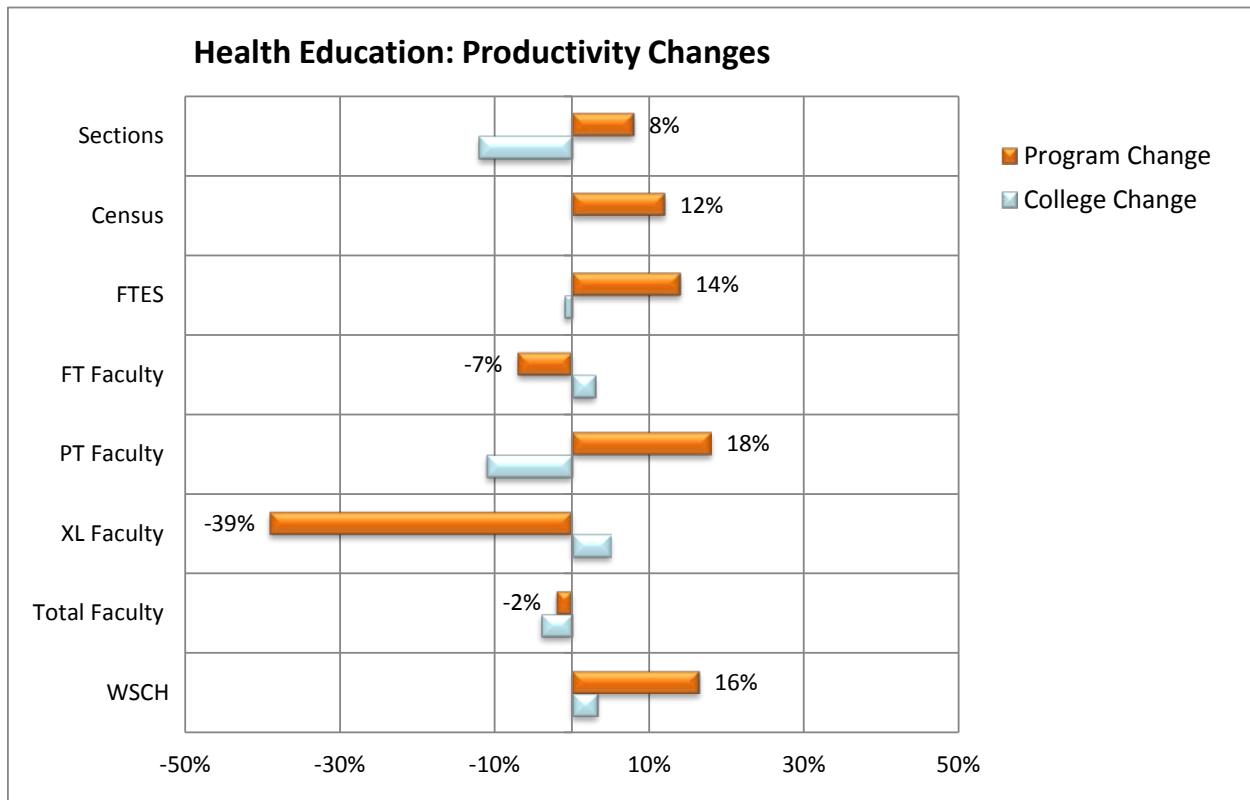
C2: Productivity Summary Table

This table is a summary of the detail information provided in the *Program Review Productivity Report*. The “3 Year Average” was computed to provide a trend benchmark to compare the results of the prior three years to the FY11 results. The “FY11 College” percentages are included to provide a benchmark to compare the program’s percentages.

Title	FY08	FY09	FY10	3 Year Average	FY11	Program Change	College Change
Sections	74	76	78	76	82	8%	-12%
Census	3,099	3,535	3,665	3,433	3,834	12%	0%
FTES	284	331	330	315	360	14%	-1%
FT Faculty	1.82	2.23	1.63	1.90	1.77	-7%	3%
PT Faculty	4.19	4.71	4.79	4.56	5.37	18%	-11%
XL Faculty	2.00	2.80	1.60	2.13	1.30	-39%	5%
Total Faculty	8.01	9.75	8.02	8.59	8.43	-2%	-4%
WSCH	532	509	617	550	641	16%	3%

C3: Comparative Productivity Changes Chart

This chart illustrates the percentage change from the prior three year average productivity to the FY11 productivity. The top bar for each budget category represents the program’s change in productivity and includes the data label. The second bar represents the college’s change in productivity.



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C4: Interpretation of the Program Productivity Information

The FTES and WSCH have increased each year due to the popularity of the Health Education Program with the students. The number of health education sections increased due to several factors:

1. Health Education absorbed two Nutrition Classes, which, past practice were funded entirely by the Home Economics Department. (The Nutrition course, previously, HEC V10, is now HED V87) Course review showed the Nutrition courses belonged with Health Education. Past practice shows the Nutrition class offered twice each semester – one in the day and one in the evening. We are continuing this schedule. We also shared HED V97, Nutrition and Fitness, with Home Economics (HEC V97). We now have full ownership of this course. Historically two HED V97/HEC V97 courses have been offered – one day time and one evening class. We are continuing this practice.
2. Student demand. Health Education is a requirement for the majority of Associate of Arts and Associate of Sciences degrees offered at Ventura College.
3. Health Education is in the same division as Kinesiology (formerly Physical Education.) Kinesiology lost half of its scheduled course offerings due to many factors beyond the control of the department. Because of this extraordinary cut in our kinesiology offerings, a decision was made to strengthen our health education department.
4. Increased popularity of the holistic health studies A.A. degree increased the demand by the students for more sections. The department is attempting to offer the core required courses in the degree such that a student could earn the degree either as a day or an evening student.
5. A Health Education course will be a required course for the Kinesiology TMC degree currently in progress.

The 39% decrease in XL faculty is due to capping the enrollment of our online health education classes. This was both an administrative decision and a philosophy decision by the department concerning the quality of teaching in the XL online classes.

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D1: District WSCH Ratio Productivity Table

This table shows the District WSCH ratio (WSCH/FTEF) for each course by year for this program. Courses not offered during FY11 (last year) or without faculty load (independent study) are excluded. Because these are ratios, the combined average is computed using total WSCH and total FTEF (not the average of ratios). The formula used in this table distributes FTEF to all cross-listed sections (proportional to census enrollment) but does not include the associated faculty costs of extra large assignment.

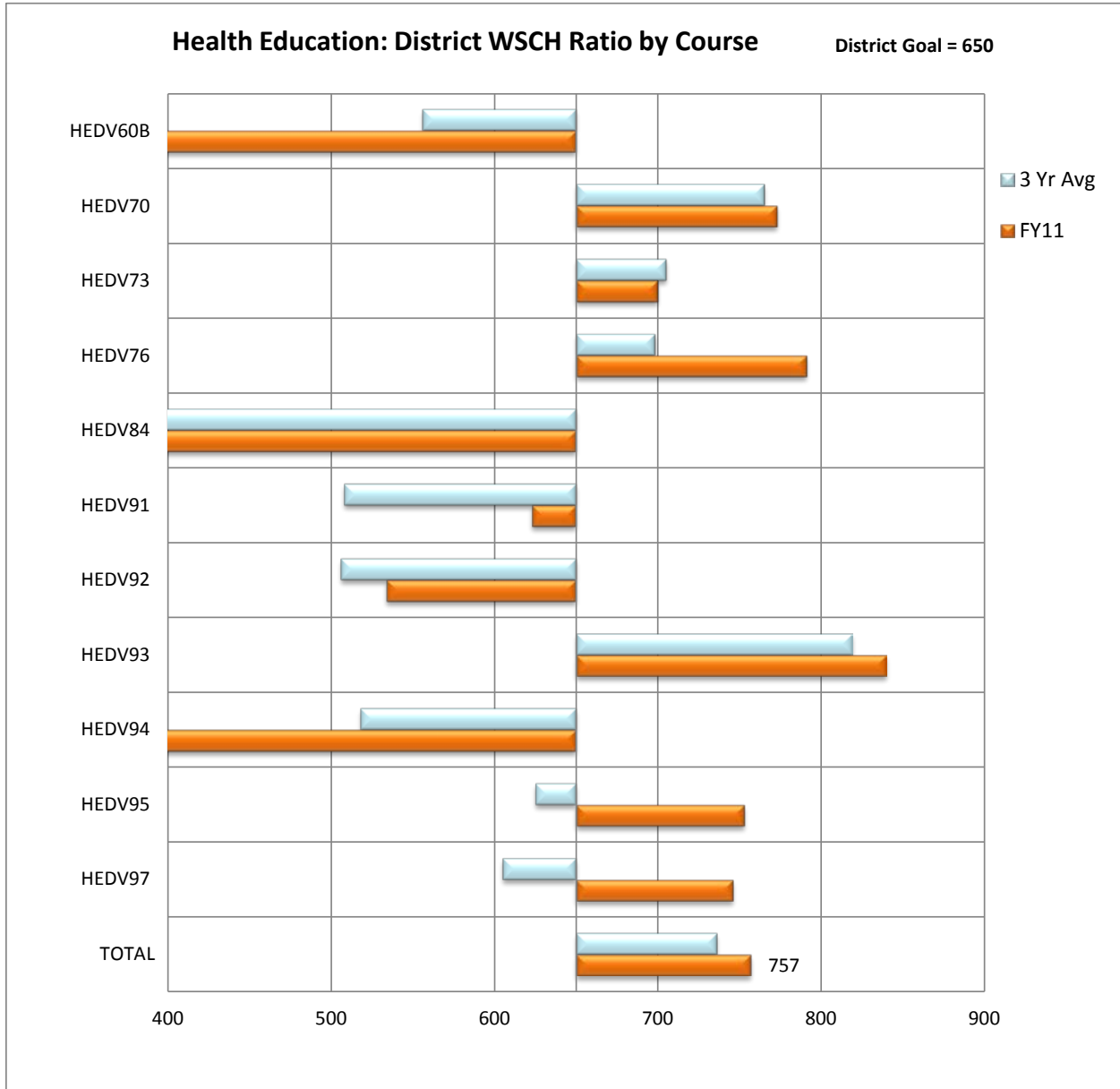
District WSCH Ratio = $WSCH / (PT\ FTE + FT\ FTE)$.

District WSCH Ratio: Weekly Student Contact Hours/(FT FTE+PT FTE)									
Course	Title	FY08	FY09	FY10	3 Yr Avg	FY11	Change	Dist Goal	% Goal
HEDV60B	Spiritual Health	530	573	-	556	-	-100%	650	0%
HEDV70	Spiritual Health	-	-	765	765	773	1%	650	119%
HEDV73	Holistic Health and Healing	-	-	705	705	700	-1%	650	108%
HEDV76	Managing Stress	-	-	698	698	791	13%	650	122%
HEDV84	CPR for Professional Rescuers	309	389	395	364	328	-10%	650	51%
HEDV90	Directd Study:Health Education	-	-	-	-	-	0%	650	0%
HEDV91	Survey of Alternative Medicine	405	505	615	508	623	23%	650	96%
HEDV92	First Aid, Safety and CPR	569	420	548	506	534	6%	650	82%
HEDV93	Health and Wellness	804	803	849	819	840	3%	650	129%
HEDV94	Trainer and Athletic Injuries	600	769	186	518	291	-44%	650	45%
HEDV95	Health and Wellness: Women	585	595	714	625	753	20%	650	116%
HEDV97	Fundmntls Nutrition & Fitness	500	630	686	605	746	23%	650	115%
HEDV97	Fundmntls Nutrition & Fitness	500	630	686	605	746	23%	650	115%
TOTAL	Annual District WSCH Ratio	708	715	771	731	756	3%	650	116%

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D2: District WSCH Ratio Productivity Chart

This chart illustrates the course level District WSCH ratio. The top bar shows the program's three year average. The second bar shows the program's FY11 WSCH ratio. The axis represents the District WSCH ratio goal set in 2006. The program's (or subject's) total WSCH ratio is shown as the TOTAL at the bottom of the chart.



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D3: College WSCH Ratio Productivity Table

This table shows the College's WSCH ratio (WSCH/FTEF) for each course by year for the program. Courses not offered during FY11 (last year) or without faculty load (independent study) are excluded. Because these are ratios, the combined average is computed using total WSCH and total FTEF (not the average of ratios). The formula used in this table includes the associated faculty costs of extra large sections. Faculty teaching extra large sections are paid stipends equal to 50% of their section FTE assignment for each group of 25 students beyond the first 60 students (calculated in this table as XL FTE). This College WSCH Ratio is a more valid representation of WSCH productivity. The College WSCH Ratio will be used in the program review process.

College WSCH Ratio = $WSCH / (PT\ FTE + FT\ FTE + XL\ FTE)$

College WSCH Ratio: Weekly Student Contact Hours/(FT FTE + PT FTE + XL FTE)									
Course	Title	FY08	FY09	FY10	3 Yr Avg	FY11	Change	Dist Goal	% Goal
HEDV60B	Spiritual Health	530	573	-	556	-	-100%	650	0%
HEDV70	Spiritual Health	-	-	765	765	773	1%	650	119%
HEDV73	Holistic Health and Healing	-	-	705	705	700	-1%	650	108%
HEDV76	Managing Stress	-	-	698	698	791	13%	650	122%
HEDV84	CPR for Professional Rescuers	309	389	395	364	328	-10%	650	51%
HEDV91	Survey of Alternative Medicine	405	505	615	508	623	23%	650	96%
HEDV92	First Aid, Safety and CPR	569	420	548	506	534	6%	650	82%
HEDV93	Health and Wellness	640	613	710	652	711	9%	650	109%
HEDV94	Trainer and Athletic Injuries	600	769	186	518	291	-44%	650	45%
HEDV95	Health and Wellness: Women	585	595	714	625	753	20%	650	116%
HEDV97	Fundmntls Nutrition & Fitness	500	630	686	605	746	23%	650	115%
TOTAL	Annual College WSCH Ratio	611	594	685	628	690	10%	650	106%

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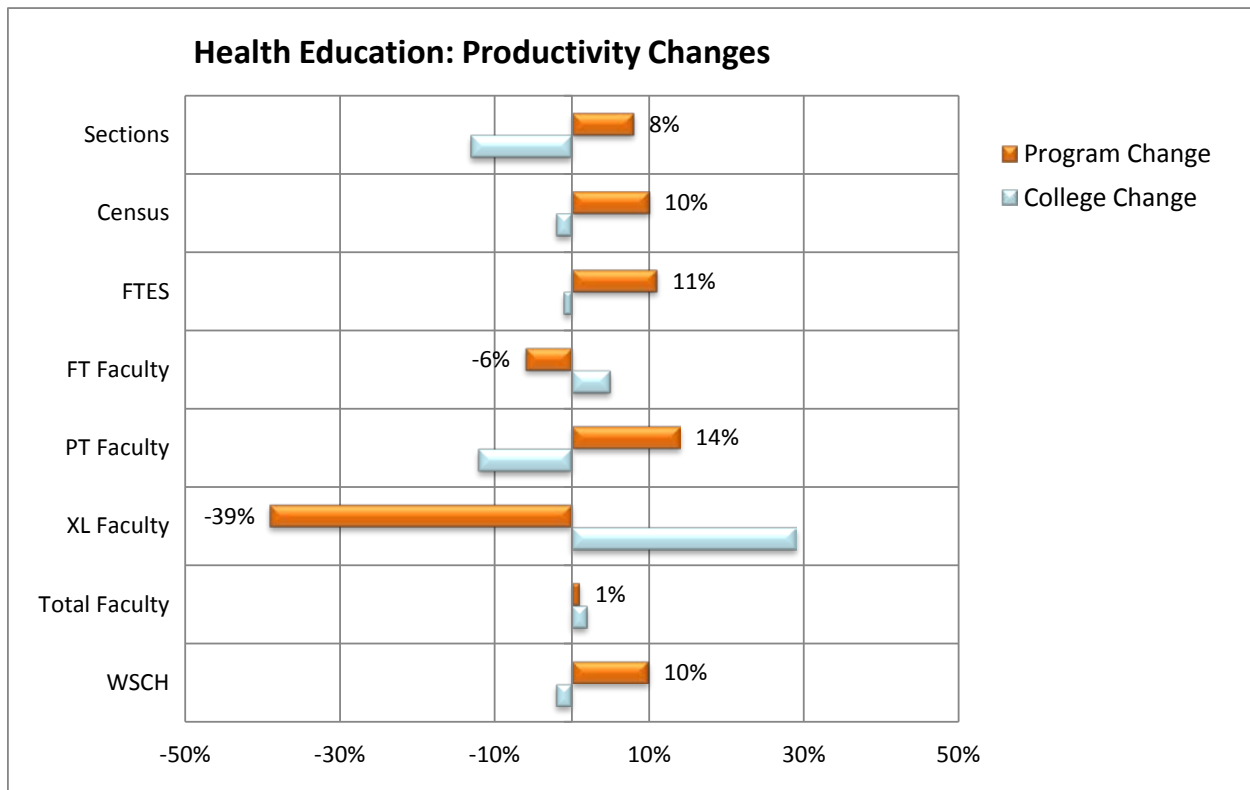
C2: Productivity Summary Table

This table is a summary of the detail information provided in the *Program Review Productivity Report*. The “3 Year Average” was computed to provide a trend benchmark to compare the results of the prior three years to the FY11 results. The “FY11 College” percentages are included to provide a benchmark to compare the program’s percentages.

Title	FY08	FY09	FY10	3 Year Average	FY11	Program Change	College Change
Sections	70	72	74	72	78	8%	-13%
Census	2,985	3,392	3,510	3,296	3,635	10%	-2%
FTES	276	321	320	306	340	11%	-1%
FT Faculty	1.76	2.23	1.63	1.88	1.77	-6%	5%
PT Faculty	4.02	4.49	4.56	4.36	4.97	14%	-12%
XL Faculty	1.00	1.40	0.80	1.07	0.65	-39%	29%
Total Faculty	6.78	8.12	7.00	7.30	7.38	1%	2%
WSCH	611	593	686	629	691	10%	-2%

C3: Comparative Productivity Changes Chart

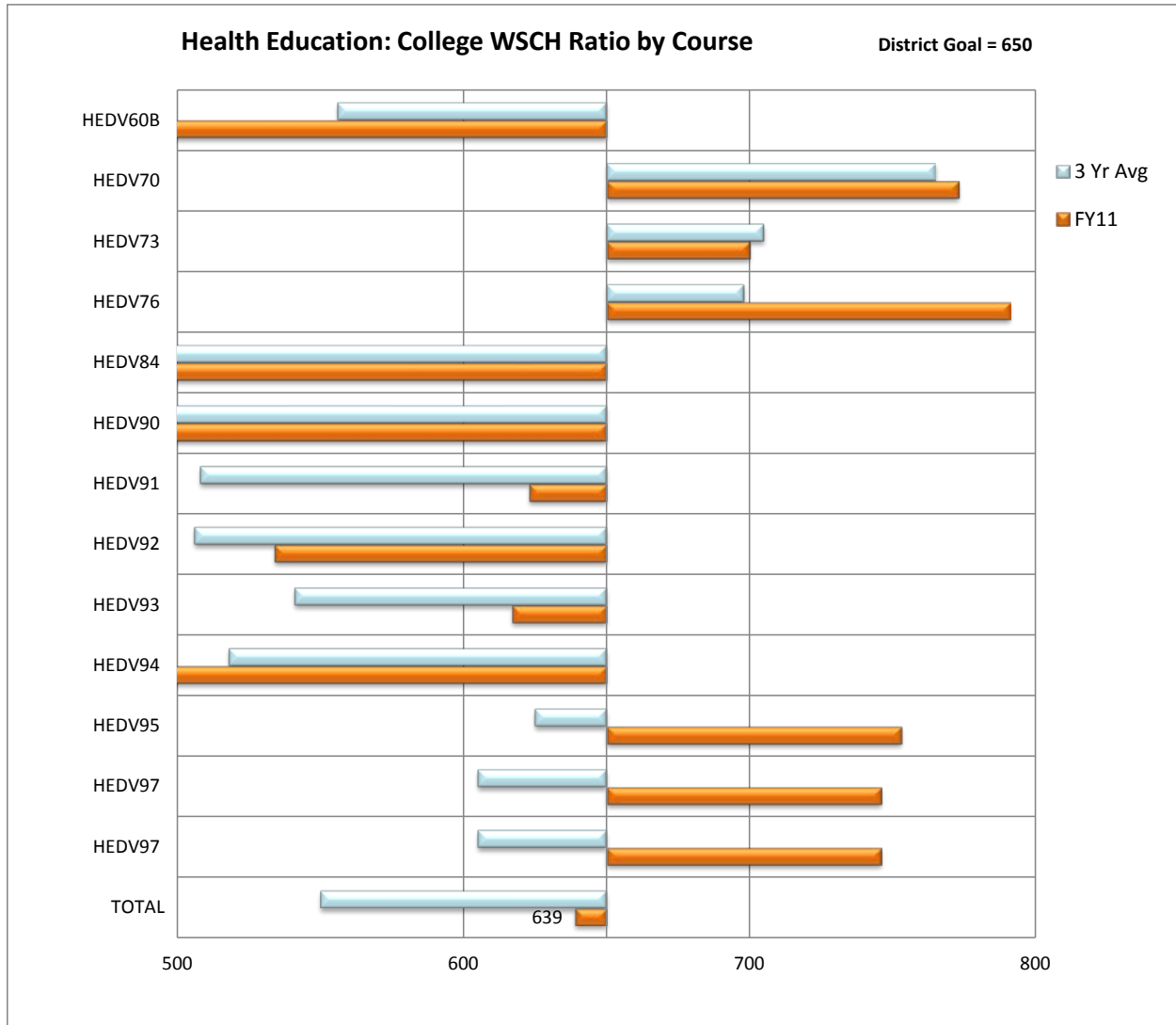
This chart illustrates the percentage change from the prior three year average productivity to the FY11 productivity. The top bar for each budget category represents the program’s change in productivity and includes the data label. The second bar represents the college’s change in productivity.



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D4: College WSCH Ratio Productivity Chart

This chart illustrates the course level College WSCH ratio. The top bar shows the program's three year average. The second bar shows the FY11 WSCH ratio. The axis represents the District WSCH ratio goal set in 2006. The program's (or subject's) total WSCH ratio is shown as the TOTAL at the bottom of the chart. The computation used for the College WSCH Ratio includes XL FTE (extra-large sections) and the assignment of FTEF to all cross-listed sections (proportional to census enrollment).



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D5: Productivity Detail Report

The program's detail productivity information is available in *Appendix B – Program Review Productivity Report*. This report is a PDF document and is searchable. The productivity information was extracted from the District's Banner Student System. The productivity information includes all information associated with the program's subject codes. The *Program Review Productivity Report* is sorted by subject code (alphabetical order) and includes the following sections: productivity measures and WSCH ratios by course by year.

D6: Interpretation of the Program Course Productivity Information

The productivity for the health education program exceeds the district's goals. The district goal for health education classes is 650. The programs average is 757, which is **117%** of the district's goals.

Most of the classes are equal to or greater than the district's goal. The class sections that don't meet the goal are those housed in trailers. There is a disproportionate number of Health Education classes that are housed in trailers, which only hold 35 students. During the fall semester, 2011, there were eleven class sections held in trailers. The enrollment of the majority of health education classes' limiting factor is the size of the classroom. Health Education classes generally equal or slightly exceed the classroom enrollment maximum.

- NOTE: HED V97 is listed twice in the tables and is therefore double counted.

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E1: Student Success Terminology

Census	Number of students enrolled at Census (typically the 4 th week of class for fall and spring). Census enrollment is used to compute WSCH and FTES for funding purposes.
Retain	Students completing the class with any grade other than W or DR divided by Census Example: 40 students enrolled, 5 students dropped prior to census, 35 students were enrolled at census, 25 students completed the class with a grade other than W or DR: Retention Rate = 25/35 = 71%
Success	Students completing the class with grades A, B, C, CR or P divided by Census Excludes students with grades D, F, or NC.

E2: Student Success Summary

The following two tables summarize the detail information provided in the *Appendix C - Program Review Student Success Report*. The first table shows the number of students. The second table shows the percentage of students. Both tables show the distribution of student grades by year for the program (subject). They show the number of students who were counted at census, completed the class (retention), and were successful. The “3 Year Average” was computed to provide a trend benchmark to compare the prior three year expenses to the FY11 success measures. The “College” success percentages are included to compare the results of the program to the results of the college.

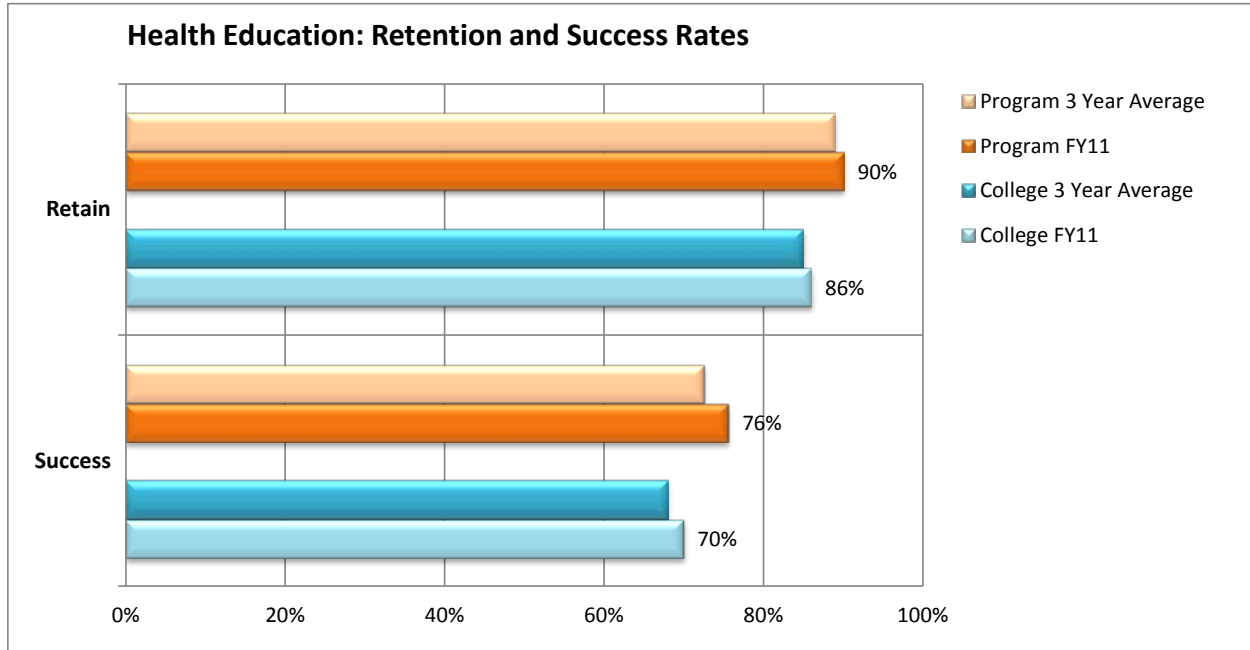
Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
HED	FY08	1,163	598	298	8	106	375	386	1	2,935	2,549	2,067
HED	FY09	1,372	693	378	6	127	373	379	2	3,331	2,950	2,449
HED	FY10	1,455	695	387	5	178	439	307	1	3,469	3,159	2,542
HED	3 Year Avg	1,330	662	354	6	137	396	357	1	3,245	2,886	2,353
HED	FY11	1,538	758	376	7	126	367	349	20	3,543	3,192	2,679
Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
HED	FY08	40%	20%	10%	0%	4%	13%	13%	0%		87%	70%
HED	FY09	41%	21%	11%	0%	4%	11%	11%	0%		89%	74%
HED	FY10	42%	20%	11%	0%	5%	13%	9%	0%		91%	73%
HED	3 Year Avg	41%	20%	11%	0%	4%	12%	11%	0%		89%	73%
HED	FY11	43%	21%	11%	0%	4%	10%	10%	1%		90%	76%
College	3 Year Avg	33%	19%	12%	5%	5%	10%	15%	2%		85%	68%
College	FY11	33%	20%	13%	3%	5%	10%	14%	2%		86%	70%

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E3: Retention and Success Rates

This chart illustrates the retention and success rates of students who were counted at census. Each measure has four bars. The first bar represents the program's prior three year average percent. The second bar shows last year's (FY11) percent. The third and fourth bars represent the overall college percents.

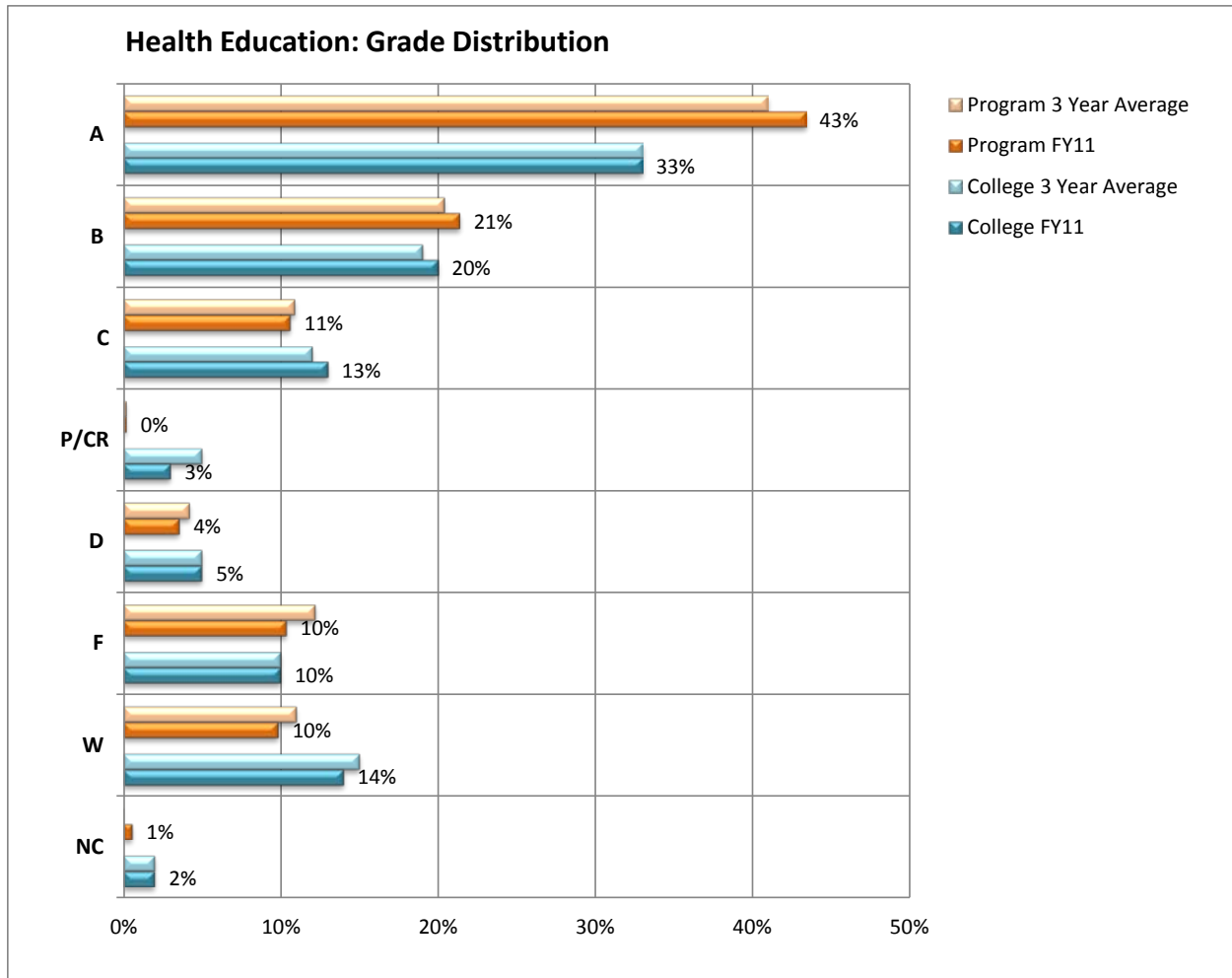


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E4: Grade Distribution

This chart illustrates the program's distribution of grades (by subject). Each grade has four bars. The first bar represents the program's prior three year average percent of grades. The second bar shows last year's (FY11) grade distribution percents. The third and fourth bars represent the overall college distribution percents.



E5: Student Success Detail Report

The program student success detail information is available in *Appendix C – Program Review Student Success Report*. This report is a PDF document and is searchable. The student success information was extracted from the District's Banner Student System. The student success information includes all information associated with the program's subject codes. The *Program Review Student Success Report* is sorted by subject code (alphabetical order) and includes the following sections: comparative summary and course detail by term. The following table defines the terminology.

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E6: Interpretation of Program Retention, Student Success, and Grade Distribution

Student Retention:

The Health Education Program has consistently achieved a higher retention rate than the overall college retention rate. The past three years, the health education retention rate was 89% compared to the college wide retention rate of 68% for the same time period. That is 21% higher than the college wide retention rate.

Some of the factors that may contribute to this high retention rate are:

- Student interest in the material
- Relevance to the student’s lives
- The encouragement of classroom discussions
- Small group discussions which peak student interest
- The holistic health studies A.A. degree program
- The HED requirement for most A.A. and A.S. Degrees

Student Success:

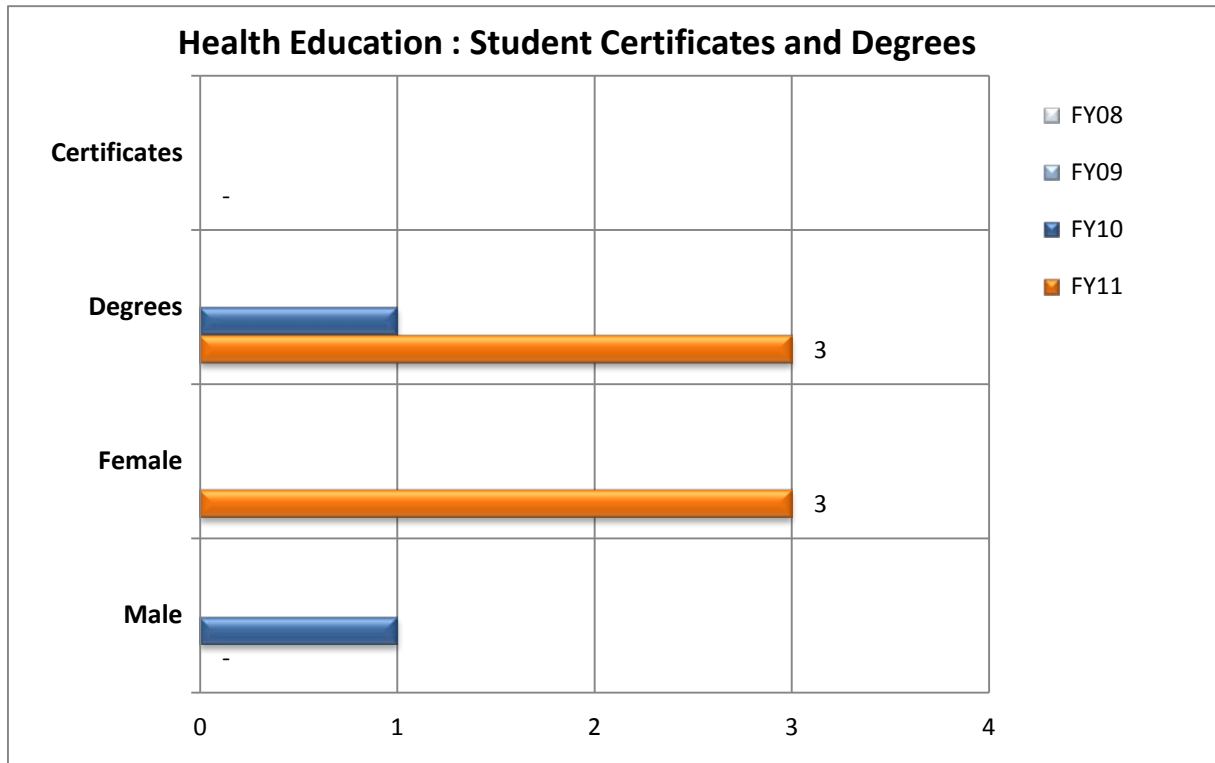
The Health Education student success rate was 73% over the past three years as compared with the college’s overall success rate of 68% for the same time period. This is five (5) percentage points higher than the college wide average student success rate! The grade distribution does appear heavy on the number of “A”s earned. This may be reflective of the clear expectations delineated on the course syllabi, the interest in the subject by the students, and possibly the nationwide trend toward grade inflation.

F1: Program Completion – Student Awards

This table shows the number of students who completed a program certificate or degree during the fiscal year. Gender distribution is included. The following chart illustrates this information.

Program	FY	Certificates	Degrees	Female	Male
Health Education	FY08	-	-	-	-
Health Education	FY09	-	-	-	-
Health Education	FY10	-	1	-	1
Health Education	FY11	-	3	3	-
Total Awards in 4 Years		-	4	3	1

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F2: Interpretation of the Program Completion Information

The General Studies, Pattern 1: Emphasis Holistic Studies Associate of Arts Degree was established in July 2009. The degree program has been in existence for two years. There was one graduate the first year and three graduates the second year. Four proficiency awards were earned.

We anticipate the number of graduates to continue increase. There are currently twenty one students in their second or third year of the degree program. Twenty three freshmen identified themselves as holistic health studies majors. This information was generated by a survey given to students enrolled in holistic health classes during the third week of the fall 2011 semester.

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G1: Student Demographics Summary Tables

This table shows the program and college census enrollments for each demographic category. It also shows the average age of the students. The program FY11 results can be compared to its prior three year average, the college FY11 results, and the college prior three year average.

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
HED	FY08	1,248	1,134	99	120	18	80	47	189	1,752	1,175	8	26
HED	FY09	1,512	1,233	76	118	33	97	47	215	1,981	1,341	9	25
HED	FY10	1,622	1,255	79	125	34	88	51	215	2,099	1,358	12	24
HED	3 Year Avg	1,461	1,207	85	121	28	88	48	206	1,944	1,291	10	25
HED	FY11	1,622	1,308	79	153	30	109	47	195	2,150	1,387	6	24
College	3 Year Avg	11,806	11,169	988	1,005	217	827	403	2,302	15,888	12,694	134	27
College	FY11	13,034	10,566	977	1,040	196	886	402	1,688	15,734	13,014	40	24

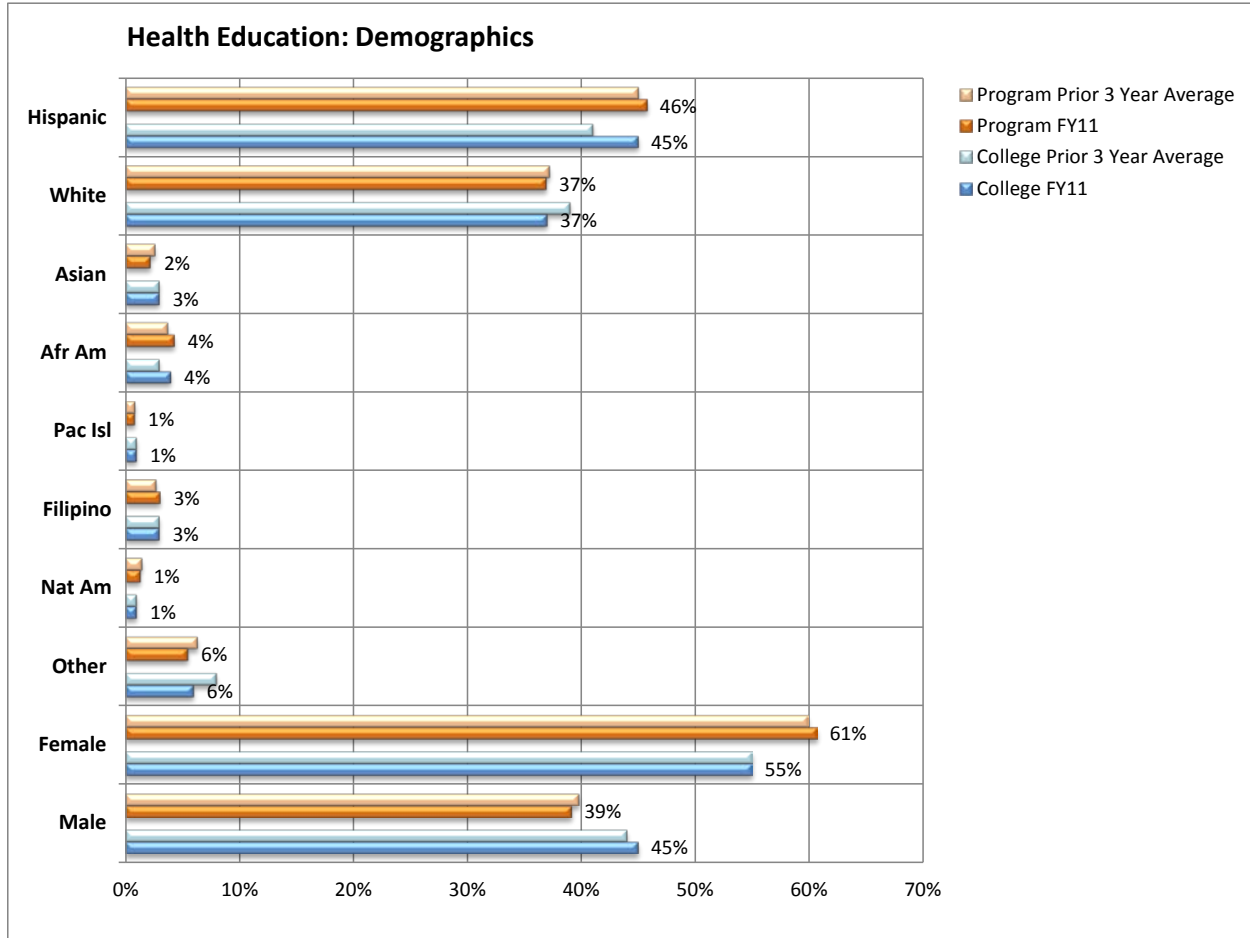
This table shows the program and college percentage of census enrollments for each demographic category.

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
HED	FY08	43%	39%	3%	4%	1%	3%	2%	6%	60%	40%	0%	26
HED	FY09	45%	37%	2%	4%	1%	3%	1%	6%	59%	40%	0%	25
HED	FY10	47%	36%	2%	4%	1%	3%	1%	6%	61%	39%	0%	24
HED	3 Year Avg	45%	37%	3%	4%	1%	3%	1%	6%	60%	40%	0%	25
HED	FY11	46%	37%	2%	4%	1%	3%	1%	6%	61%	39%	0%	24
College	3 Year Avg	41%	39%	3%	3%	1%	3%	1%	8%	55%	44%	0%	27
College	FY11	45%	37%	3%	4%	1%	3%	1%	6%	55%	45%	0%	24

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G2: Student Demographics Chart

This chart illustrates the program's percentages of students by ethnic group. . Each group has four bars. The first bar represents the program's prior three year percent. The second bar shows last year's (FY11) percent. The third and fourth bars represent the overall college percents.



G3: Student Demographics Detail Report

The program student success detail information is available in *Appendix D – Program Review Student Demographics Report*. This report is a PDF document and is searchable. The student success information was extracted from the District's Banner Student System. The student demographic information includes all information associated with the program's subject codes. The *Program Review Student Demographics Report* is sorted by subject code (alphabetical order) and includes the following sections: comparative summary by year, and detail demographics by term and course.

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G4: Interpretation of the Program Demographic Information

The health education demographics closely mirror the college's combined demographics with respect to ethnicity. The demographic trend has remained relatively constant over the past four years.

With regard to gender, there is a significant deviation from the college demographics. The 3 year college ratio of females to males is 55/44. The 3 year health education program ration is 60/40.

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4. Performance Assessment

A1: Program-Level Student Learning Outcomes

Program-Level Student Learning Outcome 1	Performance Indicators
Identify, assess, and implement personal wellness behaviors and individual health promotion strategies.	Students take a pre test, post test assessment of their health behaviors. They evaluate any change in their health behaviors. Students in HED V93, HED V95 and HED V97 will be assessed for this PSLO. The goal is that 80% of the students improve in 3 or more dimensions of wellness.
Operating Information	
This PSLO will be assessed during the fall 2011 semester in HED V 93, 95 and 97. The pre-tests have already been taken. The health instructors developed a consistent methodology for assessment at the 9/6/11 department meeting.	
Analysis – Assessment	
We have implemented the first part of the assessment (pre-test.) Post test will be done at the end of the semester and results will be analyzed.	

Program-Level Student Learning Outcome 2	Performance Indicators
Identify the factors influencing the multi-dimensional aspects of health.	A written quiz will be developed and given to students in identified classes. The goal is 80% of students will score 80% or higher on the written quiz.
Operating Information	
Insufficient data is available to assess this PSLO	
Analysis – Assessment	
Insufficient data is available to assess this PSLO	

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Program-Level Student Learning Outcome 3	Performance Indicators
Explore transfer and career opportunities in various health related professions	A quiz will be given in identified HED courses: HED V92, HED V94, and HED V91. The goal is 80% of the students will score 80% or better on the written quiz.
Operating Information	
Insufficient data is available to assess this PSLO.	
Analysis – Assessment	
Insufficient data is available to assess this PSLO.	

Program-Level Student Learning Outcome 4	Performance Indicators
Analyze and discuss the interconnectedness of the mind, body and spirit and its application for living a life of balance.	A small group discussion and quiz will be given in the following identified HED courses: HED V70, HED V73, and HED V76. The goal is 80% of the students will score 80% or better on the written quiz.
Operating Information	
Insufficient data is available to assess this PSLO.	
Analysis – Assessment	
Insufficient data is available to assess this PSLO.	

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4B: Student Success Outcomes

Student Success Outcome 1	Performance Indicators
The program will maintain its high retention rate of 89% or increase its retention rate from the average of the program's prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.	The program will increase its retention rate of by 2% or higher.
Operating Information	
Health Education's prior three year average retention rate was 89%. Health Educations FY11's retention rate was 90%	
Analysis – Assessment	
The Health Education department or increased its student retention rate by 1%.	

Student Success Outcome 2	Performance Indicators
The program will increase its retention rate from the average of the college's prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.	The program will increase the retention rate by 2% or more above the average of the college retention rate for the prior three years.
Operating Information	
The college's 3 year retention rate was 85% The Health Education's FY11 retention rate was 90%	
Analysis – Assessment	
Health Education was five percentage points higher than the college wide retention rate.	

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Student Success Outcome 3	Performance Indicators
The program will increase the student success rates from the average of the program's prior three-year success rates. The student success rate is the percentage of students at census who receive a grade of C or better.	The program will increase by 2 % the student success rate when compared to the program's average student success rate for the prior three years.
Operating Information	
The HED three year student success rate was 71%. The FY11 student success rate was 73%	
Analysis – Assessment	
There was an increase of two percentage points between the past three years and FY11.	

Student Success Outcome 4	Performance Indicators
The program will increase the student success rates from the average of the college's prior three-year success rates. The student success rate is the percentage of students at census who receive a grade of C or better.	The program student success will increase by 2 % over the average of the college's student success rate for the prior three years.
Operating Information	
The college prior three year average student success rate was 68% Health Education's FY11 was 73%	
Analysis – Assessment	
In FY11, the Health Education student success rate was 5% higher than the college average for the prior three years.	

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Student Success Outcome 5	Performance Indicators
The program will increase the number of students completing the Holistic Health Studies Associate of Arts degrees.	Increase the number of students earning a holistic studies or holistic health studies degree by a minimum of 33%.
Operating Information	
We surveyed the students taking holistic health classes during the third week of the fall semester 2011 to determine the number of students who are working toward an A.A. in Holistic Health Studies or are in the pre-nursing program. There was one Holistic Studies graduate in 2009 and 3 Holistic Studies graduates in 2010.	
Analysis – Assessment	
There was a 300% increase in the number of degrees earned in FY11 when compared with FY10 (the first year the degree was offered). Scheduling changes need to be made to enhance the ability for students to achieve the Holistic Health Studies degree.	

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C. Program Operating Outcomes

Program Operating Outcome 1	Performance Indicators
The program will maintain WSCH/FTEF above the 650 goal set by the district.	The Health Education courses in the program currently not meeting or exceeding the efficiency goal set by the district will increase their productivity in order to meet or exceed the efficiency goal of 650 set by the district.
Operating Information	
The District WSCH/FTEF ratio data is reported in 3D2. The district's goal for HED is 650. The 3 year total is 725 indicating an efficiency of 725. The FY11 District WSCH Ratio in HED was 756.	
Analysis – Assessment	
The WCSH/FTEF ratio in health education is above the district WSCH/FTEF. The HED 3 year ratio of 725, which is 75 points above the district's goal of 650 for HED. The HED FY11 ratio was 756, 106 points above. There is a strong upward trend! However, there 4 courses below 650.	

Program Operating Outcome 2	Performance Indicators
Inventory of instructional supplies is adequate, but still needs to improve. The HED faculty are trying to secure additional teaching/learning resources that will enhance student learning in the classroom.	These instructional supplies have been identified at Health Education department meetings and need to be continually updated and prioritized. An inventory list needs to be created
Operating Information	
The inventory list is out of date and needs to be reviewed (2C1)	
Analysis – Assessment	
An inventory of health education supplies/equipment needs to be created and periodically updated.	

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Program Operating Outcome 3	Performance Indicators
The Health Education Department needs to improve the learning environment. There is a need to move in to modern classrooms.	A greater number of health education classes will be moved to modern classrooms to equal the relative number of other departments on campus.
Operating Information	
A survey is being done to determine the ratio of modern classrooms per department. A corresponding survey is being done to determine the ratio of (poor quality classrooms (trailers)	
Analysis – Assessment	
A preliminary analysis shows that health education has a disproportionate number of trailers as compared to other departments on campus	

Program Operating Outcome 4	Performance Indicators
The health education program will continue to improve upon its curriculum	The review of curriculum is to be guided by the course level and program level SLO evaluation process and students' success in meeting SLOs.
Operating Information	
The health education department is meeting on a regular basis to develop, assess and evaluate the effectiveness of the health education course level SLOs and program level SLOs	
Analysis – Assessment	
This is a continuing process.	

Program Operating Outcome 5	Performance Indicators
Scheduling changes need to be made to enhance the ability for students to achieve the Holistic Health Studies degree.	The scheduling of holistic health classes as well as the mind/body kinesiology classes that are part of the holistic health studies degree needs to be reviewed to maximize students access to the holistic health studies degree program classes
Operating Information	
Students in the holistic health program need to be surveyed on a regular basis to guarantee student success. A student survey was conducted during the third week of instruction fall 2011 in the holistic health and the related kinesiology classes.	
Analysis – Assessment	
As a result of student surveys conducted fall 2011 in the holistic health and the related kinesiology classes, it was discovered that an adjustment in the schedule needs to take place so there are no overlapping classes. A student needs to be able to complete the degree whether they are a day student or a night student. Students complained that Yoga and Tai Chi were removed from the scheduled offerings.	

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6. Findings

Finding 1

The health education classes are disproportionately housed in inferior classrooms. There are fifteen (15) Health Education classes in trailers, significantly more than any other discipline! Previously there were three dedicated health education classrooms: AEC-103, AEC-104 and C-2. (prior to 2002) Now there is only one, MCW-110. A (¾ dedicated classroom -¼ athletic teams meeting room) will be built by Spring 2012 in the AEC complex. More sections of Health Education are offered, but we have fewer dedicated classrooms. In order to fully meet the SLO's program and department needs, additional modern dedicated classrooms will increase the instructional effectiveness and student's ability to learn. Four dedicated health education department classrooms would be optimal, although three dedicated classrooms may suffice. Furthermore, modern classrooms will also allow the program to accept more students beyond the current cap. This will help student success outcomes (SSOs) 1, 2, 3, 4 and program operating outcomes 1 & 3.

Finding 2

New and additional instructional aids will help enhance the learning experience of the students and the effectiveness of the instruction. In order for the new instructional resources to be fully synthesized into the classroom, modern classrooms need to be made available on a consistent basis. Four dedicated classrooms would be optimal but three dedicated classrooms might be sufficient. This will help meet SLO 1, 2, & 4 and program operating outcomes 2 & 3.

Finding 3

California State Mandates require that older health videos be replaced because they longer meet California's closed captioning requirements. The VHS videos need to be replaced with new DVD videos because they are out dated and provide irrelevant information for the dynamic and evolving health education field. This will enhance SLO 1, 2, 4 and student success outcomes 3 & 4.

Finding 4

In collaboration with the nursing program faculty, the health education program has seen an increase in the number of pre-nursing students in addition to large increase in the general student population. However, further increases in the number of students that can be taught are restricted by the number and quality of dedicated health education instructional classrooms. Currently the classrooms are inadequate to meet modern demands and lack/prevent the usage of current and relevant instructional aids. Further collaboration with other departments, specifically the nursing program, will help increase the number of students interested in the general health education program as well as the holistic health studies program. This will help meet SLO 2 & 3 and student success outcomes 3 & 4.

Finding 5

Student interest in the holistic health classes has grown exponentially! Based upon Fall 2011 surveys, the number of students who will graduate with an Associates of Arts degree in holistic health studies exceeds our original projections! Scheduling of holistic health and holistic kinesiology class sections needs to be evaluated so as to maximize the opportunity for both day and evening students to earn the degree. This meets SLO 3, student success outcomes 1, 2, 3, 4, 5, and program operating outcome 1.

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Finding 6

The curriculum is current and is meeting the needs of the students – if the classes are offered. Core tier designation of some courses in the holistic health program will decrease the opportunity for students to earn the Holistic Health Studies degree. One of the core required courses in the Holistic Health Studies Degree is listed as Tier 2. Required courses for degrees are usually listed as Tier 1. The number of holistic kinesiology classes which meet the Mind/Body/Spirit required course section has shrunk significantly. KIN V70, Physiology and Fundamentals of Yoga, KIN V74, Balance and Beyond and KIN V76, Tai Chi for Balance and Health are listed as tier 3, which leaves only one holistic kinesiology class, KIN V73, as tier 2. This severely limits opportunities for students to earn the Holistic Health Studies degree. This meets SLO 2, 3, 4 and student success outcomes 1, 2, 3, 4, 5 and program operating outcome 1.

Finding 7

WSCH and FTES are high. Student retention and student success is above the college wide level. This justifies increasing sections in the fall, spring and summer schedules. Program operating outcome 1.

Finding 8

During program review the health instructors analyzed the health education department catalog description and found it to be outdated and inadequate.

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6. Initiatives

Initiative 1

Four dedicated Health Education Classrooms with fully modernized technology. One classroom, MCW-110 is the only current designated classroom for health education. AEC room is to be designated as a health education classroom. (Two additional dedicated classrooms) This initiative will enhance the attainment of the SLOs, SSOs and POOs.

Initiative ID: HED1201

Links to Finding 1

The HED classes have been held in AEC-103 & AEC-104, TR-5 and TR-6 primarily. These classrooms were located next to the Dance Studio. The loud music was very distracting to students and created an environment simply not conducive for student learning. The trailers are not adequate learning facilities and were meant to be temporary classrooms; they are small, cramped, with poor climate control, and present a safety hazard as they only have one entrance and exit. New and/or updated dedicated health education classrooms will help alleviate this problem while enhancing the students learning opportunities.

Links to Finding 2

State of the Art instructional technology will be purchased to enhance student learning. Modern technological instructional resources require modern high tech classrooms to be most effective.

Links to Finding 4

With the increased interest in the holistic health program of pre-nursing students, the enrollment figures should increase but may be limited by the availability of modern classrooms.

Benefits: Improved student quality of life and educational opportunities, increased instructional effectiveness, and decreased environmental distractions (noise, temperature, climate)

Request for Resources

AEC classroom (currently the weight room) and two additional new smart classrooms dedicated for Health Education classes.

Funding Sources

No new resources are required (use existing resources)	X
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	X
Requires other resources (grants, etc.)	

Explanation: No new resources are required, just a reallocation of quality learning environments, spread EQUALLY among the departments!

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Initiative 2

Purchase additional instructional aids and resources that help promote an increase in student interaction. Replace old, outdated VHS & DVDs with California Mandated DVDs that include closed captioning. This initiative helps meet SLOs, SSOs and POOs.

Initiative ID: HED1202

Links to Finding 1

Modern technology requires modern classrooms to fully and effectively work in the classroom.

Links to Finding 2

Research shows that student success is related to student interaction in the classroom. The purchase of additional instructional supplies for the classroom will help further explain important concepts to students.

Links to Finding 3

Many Videos are outdated and do not have closed captioning. These need to be replaced with videos that have closed captioning in order to meet *California Law*.

Benefits:

Increasing student interaction increases student engagement and learning and helps to increase the effectiveness of the instructional material. Students with hearing impairment will greatly benefit from closed captioning to somewhat level the learning field.

Request for Resources:

- Buy a life size musculo-skeletal model
- Buy an Em-Wave interactive biofeedback machine for stress unit
- Purchase subject matter slides to include in Powerpoint presentation
- Purchase tuning forks, magnet, filing to demonstrate vibrational energy
- Purchase posters, maps for dedicated classrooms
- Buy new videos with closed captioning or add closed captioning to existing videos.

Funding Sources

Please check one or more of the following funding sources.

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	X
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	X
Requires college facilities funds	
Requires other resources (grants, etc.)	X

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Initiative 3: Increase collaboration with the nursing department. Assess the possibility of the creation of a holistic nursing scholarship.

Initiative ID: HED1203

Links to Finding 4: There are increasing numbers of nursing students enrolling in holistic health classes. This is due, in part, to the trend in nursing to incorporate a more holistic approach towards the treatment of patients. An increase in collaboration between both departments helps keep both programs competitive in today's dynamic and evolving health field.

Benefits: Collaboration benefits both the nursing program and the health education program.

Request for Resources: None

Funding Sources

No new resources are required (use existing resources)	X
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

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Initiative 4: Meet the needs of the many students in the holistic health studies program by curriculum development and course scheduling changes. Offer required core course sections in both the day and in the evening in order for students to have the opportunity to earn the degree in totality as either a day or a night student. Ensure holistic health studies course sections are scheduled so they do not overlap and when feasible, are offered back to back. This allows for the student to move through the program faster and opens up additional seats in the program. Increase the number of sections offered of required core courses, as funding allows. Increase the number of mind/body kinesiology course sections as funding permits. Bring KIN V70, Physiology and Fundamentals of Yoga and KIN V76, Tai Chi for Balance and Health back to regularly scheduled offerings. Create a new “Survey of Integrative Mind/Body Exercise” class.

Initiative ID: HED1203

Links to Finding 4: With increased interest in the holistic health program by pre-nursing students, the health education program will continue to grow. Sufficient sections of classes need to be offered to meet the need.

Links to Finding 5: Student interest in the holistic health studies degree has grown exponentially. The number of students in the program working toward an Associate’s Degree in Holistic Health Studies is increasing far beyond original projections.

Benefits: Increases opportunity for students to achieve the holistic health studies A.A. Degree. The students are able to move faster through the program, which will open up additional seats in the program as well as in other programs.

Request for Resources

Funding Sources

No new resources are required (use existing resources)	X
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
01.Requires college facilities funds	
Requires other resources (grants, etc.)	

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Initiative 5: Move HED V70, Spiritual Health to the Core courses # 1 tier. Move KIN V74: Balance and Beyond, KIN V70: Physiology and Fundamentals of Yoga and KIN V76: Tai Chi for Balance and Health to tier # 2. Create and offer a new mind/body integrative kinesiology course.

Initiative ID: HED1205

Links to Finding 8: HED V70 is a required core class for the Holistic Health Studies degree. If listed as a tier 1 course, there will be more sections of HED V70 offered each semester, thereby increasing the opportunity for students to obtain the Holistic Health Studies A.A. Degree. If KIN V74, Balance and Beyond is demoted to tier 3 status, there will be **only one** *active Kinesiology* course available for student enrollment in the **Required** Mind/Body Course section of the Holistic Health Studies degree.

Benefits: This initiative will increase opportunities for students to graduate with the Holistic Health Studies degree! If this initiative isn't granted, it will severely limit the opportunity for students to successfully complete the Holistic Health Studies Associates of Arts degree.

Request for Resources

Funding Sources

No new resources are required (use existing resources)	X
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

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Initiative 6: Revise the current health education department catalog description.

Initiative ID: HED1206

Links to Finding 8

The current health education catalog description is outdated.

Benefits: Provides accurate information to students and for articulation purposes.

Request for Resources: None

Funding Sources

No new resources are required (use existing resources)	X
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

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6A: Initiatives Priority Spreadsheet

The following blank tables represent Excel spreadsheets and will be substituted with a copy of the completed Excel spreadsheets.

Personnel –Faculty Requests

Other	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	General Fund	Other
1												
2												
3												
4												
5												

Personnel – Other Requests

Personnel - Other	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	New General Funds	Other
1												
2												
3												
4												
5												

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Computer Equipment and Software

Equipment - Computer Related	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Technology Fund	Other
1												
2												
3												
4												
5												

Other Equipment Requests

Equipment	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Equipment Fund	Other
1												
2												
3												
4												
5												

Facilities Requests

Facilities	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Facilities Fund	Other
1												
2												
3												
4												
5												

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Other Resource Requests

Other Resources	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	General Fund	Other
1												
2												
3												
4												
5												

6B: Program Level Initiative Prioritization

All initiatives will first be prioritized by the program staff. If the initiative can be completed by the program staff and requires no new resources, then the initiative should be given a priority 0 (multiple priority 0 initiatives are allowed). All other initiatives should be given a priority number starting with 1 (only one 1, one 2, etc.).

6C: Division Level Initiative Prioritization

The program initiatives within a division will be consolidated into division spreadsheets. The dean may include additional division-wide initiatives. All initiatives (excluding the '0' program priorities) will then be prioritized using the following priority levels:

- R:** Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).
- H:** High – approximately 1/3 of the total division’s initiatives by resource category (personnel, equipment, etc.)
- M:** Medium – approximately 1/3 of the total division’s initiatives by resource category (personnel, equipment, etc.)
- L:** Low – approximately 1/3 of the total division’s initiatives by resource category (personnel, equipment, etc.)

6D: Committee Level Initiative Prioritization

The division’s spreadsheets will be prioritized by the appropriate college-wide committees (staffing, technology, equipment, facilities) using the following priority levels.

- R:** Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).
- H:** High – approximately 1/3 of the total division’s initiatives by resource category (personnel, equipment, etc.)
- M:** Medium – approximately 1/3 of the total division’s initiatives by resource category (personnel, equipment, etc.)
- L:** Low – approximately 1/3 of the total division’s initiatives by resource category (personnel, equipment, etc.)

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6E: College Level Initiative Prioritization

Dean's will present the consolidated prioritized initiatives to the College Planning Council. The College Planning Council will then prioritize the initiatives using the following priority levels.

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

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7A: Appeals

After the program review process is complete, your program has the right to appeal the ranking of initiatives.

If you choose to appeal, please complete the form that explains and supports your position. The appeal will be handled at the next higher level of the program review process.

7B: Process Assessment

In this first year of program review using the new format, programs will be establishing performance indicators (goals) for analysis next year. Program review will take place annually, but until programs have been through an entire annual cycle, they cannot completely assess the process. However, your input is very important to us as we strive to improve, and your initial comments on this new process are encouraged.

Kathryn Jamison was wonderful and a huge help!